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A Survey to Identify Essential Library Services to Students and to Determine if they are Performed in Selected Elementary Schools in Intermediate School District No. 105

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A SURVEY TO IDENTIFY ESSENTIAL LIBRARY SERVICES TO STUDENTS
AND TO DETERMINE IF THEY ARE PERFORMED IN SELECTED
ELEMENTARY SCHOOLS IN INTERMEDIATE
SCHOOL DISTRICT NO. 105

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Alma Jean Ball Milne
July, 1970

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

"Change--rapid, radical, and often beyond our comprehension--is the keynote of our time" (10:11). These dynamic changes brought about by the expansion of knowledge, communication improvements, technology, and the population explosion have resulted in changes in educational goals, methods, and even facilities.

The school library reflects these changes. The modern library is no longer a storehouse of books, but a rich source of printed and audio-visual materials and equipment.

In the past many attempts have been made to evaluate the school libraries. Generally, these studies have compared the library with various national or state standards for school libraries. "These standards relate to the book collection, the budget, the size and training of the staff, and the housing and equipment, and do not specify services" (22:1209). Consequently, little evaluation of services has been made in the past. While materials, equipment, and facilities are vital to a good library program, the services rendered by a librarian are essential.

This study is an attempt to identify the services that librarians consider essential to the successful use of resources and whether those services are actually performed.

I. THE PROBLEM

Importance of the Study

The dynamic times we live in have put additional emphasis on education to develop the individual as a creative, critical thinker.

The resources and services of the library can, and should, play an integral part in the student's social, emotional, and intellectual development. "Merely stocking schools with materials is not enough. There must be arrangements that make these materials easily accessible to students and teachers and that assures their optimum use" (4:4).

The key to the optimum use of the library resources is a librarian to provide teaching, guidance, and advisory services. Quality education demands a librarian with the knowledge to provide these services.

Studies indicate the best, if not the only way, to improve service is to identify and evaluate existing services, thereby providing a basis for improvement (32:7).

It is anticipated that this survey will not only provide the basis for improvement, but will encourage librarians to put more emphasis on library service. The students will then have a better opportunity for a quality education.

Statement of the Problem

It is the purpose of this study to (1) identify the

services librarians consider essential to the successful use of resources by the students in the elementary school library; (2) determine the services librarians actually perform.

Statement of the Hypothesis

A majority of the librarians are not performing the services that they considered essential for the successful use of resources in the elementary school libraries surveyed.

II. DEFINITIONS OF TERMS USED

Librarian

The librarian is a certificated person, with special training in library science, employed full-time, and responsible for all library resources and services.

School Library

The term library is used in its broadest connotation. It is administered as a unit, from one place in the school, and contains both printed and audio-visual materials and equipment.

Services

Service in this report is restricted to those duties the librarian performs to advise, teach, and give reading guidance to students.

III. LIMITATIONS OF THE STUDY

The study of library services considered essential by the librarians and whether they were performed was limited to twenty-eight elementary schools in Intermediate School District 105. It was assumed this would give an indication of those services which were considered essential for the librarian to perform and provide data to determine if they were performed.

The twenty-eight schools were selected from the district with a student population of 400 or larger. The assumption was that a school of this size should have a full-time librarian to provide sufficient services to evaluate, since the minimum standards, as quoted in Program for Learning Resources Center, indicate a school over 400 should have one professional staff member (38:10).

Yakima School District No. 7 was omitted from the study because of the limited staffing of its library program. They employ only two and a half elementary librarians to supervise seventeen elementary schools; consequently, services to students are extremely limited.

While a librarian can and does perform many duties, this study is limited to direct services given elementary students. The services or duties surveyed were selected from the Task Analysis Survey Instrument developed by the School Library Manpower Project (5). While the instrument lists 300 duties, only those duties pertaining to the areas

of reference and research, reading guidance, and teaching library skills were selected.

This survey is not intended to make a quantitative analysis of expenditures, collections, or personnel in the schools involved, nor is there any attempt made to evaluate services to teachers.

IV. THE STUDY PLAN

To provide the necessary background to determine library services that may be essential for the librarian to give to students a review of the literature was made.

It was determined that some of the duties listed on the Task Analysis Survey Instrument (5) would be the most appropriate to use. This instrument had recently been developed by the School Library Manpower Project and had been used nationally to identify the tasks performed by school library personnel in the best schools in the country.

Those duties that appeared to be services a librarian would give to students in the areas of advising, teaching, and guiding were selected to construct the survey instrument.

The various duties were then arranged in three categories on a questionnaire mailed to all librarians in the selected schools.

The librarian was asked to check the list as to whether he (1) considered it essential for the librarian to perform the service, and (2) whether he did perform the service.

Follow-up phone calls were made to all librarians or the school they represented in an effort to gain their cooperation and secure all the returns possible.

The data on the questionnaire were then tabulated and a percentage was calculated on the response to each of the duties listed on the survey.

The criterion for determining whether a duty was considered essential for the librarian to perform was a simple majority of the responses.

CHAPTER II

REVIEW OF THE LITERATURE

Why bother with such research? Is it worthwhile? What has been done before? How can essential services be determined? All of these were questions asked by the writer; some were partially satisfied by a review of the related literature.

Why bother with such a project? Why bother may be answered by many who have studied or observed the world we live in. J. Lloyd Trump (37:3) in Focus on Change states:

The world faces a simple fact: It may not long survive as we know it.

That fact is a complex of problems which have never been experienced, collectively, before. No nation and no aspect of life can escape their simple pressure. The problems fall under six broad headings: the expansion of population, the burst of technology, the discovery of new forms of energy, the extension of knowledge, the rise of new nations, and the world-wide rivalry of ideologies.

The complexity of the problems demands unprecedented, many-sided solutions.

Brown, et al, in A-V Instruction, Materials and Methods, also discuss change in our schools. They assert that besides the opportunities for the individual to participate in a variety of communication experiences daily, important social changes are taking place which affect these experiences.

These changes--brought about primarily through the general school population trends, the rapid expansion of knowledge, and a developing instructional technology --are evident in the changed intellectual climate of the classroom, in the social milieu of the student population, and in the physical facilities and resources of the school itself.

These same changes provide dramatic challenge to education generally (7:2).

Citizens, parents, and educators--critics and friends --are attempting to meet the challenge of today's educational problems. In the A. L. A. Standards for School Library Program it is pointed out:

Whatever form the soul-searching regarding the education of youth may take, sooner or later it has to reckon with the adequacy of the library resources in the schools. Any of the recommendations for the improvement of schools, currently receiving so much stress and attention, can be fully achieved only when the school has the full complement of library resources, personnel, and services. This fact holds true for the multitrack curriculum, ability groupings in subject areas, the expanded and intensified science program, the toughening of the intellectual content in all courses, advanced placement and accelerated programs, the development of the disciplines of critical thinking, the teaching of reading, the provision of a challenging education for superior students, the meeting of needs of all students no matter what their abilities may be, ungraded elementary classes, and similar practices and proposals (4:3).

I. IMPORTANCE OF THE STUDY

Many studies and statistical analyses have been made in an attempt to evaluate school libraries. Generally these studies have concerned themselves with factors other than services. Richard J. Hurley, in an article in the Encyclopedia of Educational Research, indicates that few evaluations of libraries in the past have dealt specifically

with services; but "the trend seems to be away from studies dealing with facilities or administration and toward those exploring the functions of the library and the use of the library's service" (22:1203). It is doubtful that these trends will put a stop to counting the books in the collection, but it does seem to indicate that librarians and educators are becoming aware of the reason for the existence of a library--service.

One of the purposes of the School Library and Audio-Visual Survey of Washington was "to evaluate strengths and weaknesses of present programs and to make recommendations for improvement of instruction" (33:2).

While this survey covered many different aspects of school libraries, it maintained that a well planned program of services is essential in a good library. "Meeting the quantitative standards is only one aspect of evaluation. The emphasis today must be on the quality of the program of services provided to teachers and students by the library and audio-visual staff from the instructional resources center" (33:2).

Concern about library services prompted the Southeastern Library Association to ask the Southern States Work Conference to consider a study of school library services. There was "an expressed need to evaluate existing school library service and to determine directions for planning sound and dynamic library programs" (32:7). The report

indicated evaluation of services had to come first, before services could be expanded or strengthened.

The School Library Development Project also stressed an evaluation of existing services must be the first step to improvement. "Participants in such evaluation gain better understanding of what school libraries can and should contribute to the educational program" (23:13).

II. THE LIBRARY

The school library movement did not begin until 1900, although the main impetus has come since 1920. In 1923 Anne Thaxter Eaton (13:3) wrote:

The development of the school library has taken place in response to the need which changing methods of teaching a broader view of education has created. When history, biology, chemistry, and other subjects were studied by means of a single textbook, it was not found necessary, as it is now, to provide facilities for the consultation of authorities, for the use of magazines, as well as books, for the making of bibliographies and for using, in addition to books such supplementary material as pictures, slides, pamphlets, and clippings, --in short, to provide such a many sided organization as that of the modern school library.

The philosophy and ideals expressed by Eaton in the 1920's have survived and the school library has continued to grow to meet the educational needs of children. In the policy statement of the Council of Chief State School Officers it was stated:

The centralized school library reflects the philosophy of the school and enriches the educational program. A centralized school library is one administered as a unit . . . the library should be the center for a rich

variety of materials which not only provide for the needs of the instructional program, but stimulate independent study and research by both teachers and pupils. The school librarian provides service with materials and guidance in their use throughout the school, as well as within the library (10:2).

In a more recent article by Doyle (11:64) titled "Something New Has Been Added to the Library" she said, "As the conscience of America has not only been moved to provide equal educational opportunities but also a better quality of education for all children, elementary libraries are being established in all schools committed to providing quality education for children."

III. LIBRARY SERVICES

The librarian performs many duties and services.

Wofford (40:181) states that:

While the librarian must supervise all types of library duties, most of his time is spent working directly with pupils and their teachers. The three types of duties which consume the larger part of the librarian's school day are reading guidance, reference work, and teaching the use of the library.

The new standards, Standards for School Media Programs (3:8) published in 1969, lists sixteen ways the professional staff can implement the media program. Among those items are the following which pertain to this study:

Assuming responsibility for providing instruction in the use of the media center and its resources that is correlated with the curriculum and that is educationally sound. Although most of this instruction will be done with individual students in the media center, some can be presented by teachers and media specialists in the center or in the classroom, with the size of the group to be instructed determined by teaching and learning needs.

Assisting children and young people to develop competency in listening, viewing, and reading skills.

Helping students to develop good study habits, to acquire independence in learning, and to gain skill in the techniques of inquiry and critical evaluation.

Guiding students to develop desirable reading, viewing, and listening patterns, attitudes, and appreciations.

Providing teachers with pertinent information regarding students' progress, problems, and achievements, as observed in the media center.

Acting as resource persons in the classrooms when requested by the teachers.

Mary Virginia Gaver (20:8) states in Every Child Needs a School Library, "Good school library service rests upon what the librarian does with the space and the collection." She goes on to say, "the major areas of service with which he is concerned are, generally speaking, these: free reading, reading guidance, teaching library skills and supervised reference or research work."

Duane (12:326) writing in the Peabody Journal, pointed out that each school and consequently each library program, will have its aims and its own program, but "It would be hard to imagine a good program which did not include reference service, reading guidance, storytelling, and lessons in library skills."

"The stress continues to be on the program of services to teachers and students by the library staff" writes Eleanor Ahlers, "a program that encompasses reading guidance, library skills, reference and research techniques; a

program that is correlated with all aspects of the curriculum and of each classroom, and is geared to the abilities, needs, and interests of every student and teacher" (1:452).

Many books have been written giving specific lists of steps to be taken to implement a program in the areas of reference and research services, teaching library skills, and reading guidance. Among these are Gardiner's (18) Administering Library Services in the Elementary School, Wofford's (40) The School Library at Work, and Fargo's (15) The Library in the School. A new book, written primarily for secondary librarians, The Modern School Library by Helen E. Saunders (31) gives many techniques and ideas that could easily be adapted to the elementary school.

Recently, however, a comprehensive study by the Research Division of the National Education Association, has been done in the area of library tasks. The pressing problems in the field of school librarianship, brought on by the innovations in education, prompted the American Association of School Librarians, a division of the American Library Association and an associated organization of the National Education Association, to initiate the School Library Manpower Project in 1968, funded by the Knapp Foundation of North Carolina, Inc.

As part of Phase I of this project, the Task Analysis Survey Instrument was developed. To develop this instrument, an extensive survey of the literature was undertaken

to identify among other things task definitions that would be performed by school library personnel. From an initial listing of over 1700 items, the staff of the National Education Association Research Division, together with the Project Director, developed a fifteen page, 300 item checklist of tasks.

After pre-testing, the 930 participating schools were asked to check the Task Analysis Survey Instrument. These schools had previously been identified as the best public and private library media centers in the country (5).

Forty-one duties that were consistent with the limitations of this study were selected from the Task Analysis Survey Instrument. The results of the specific duties performed in the elementary school by the professional staff members--head of media center or an assistant librarian--as reported in School Library Personnel Task Analysis Survey (2):

Duties in the area of reference and research services	Head of Library Media Center	Assistant Librarian
Answers ready-reference questions	92.9	86.0
Performs general reference services	91.6	88.0
Assists...students in locating and selecting materials	81.6	70.0
Guides reference and research work of small and large groups	92.5	90.0
Assists with assignments done in the library	89.1	90.0
Assists with independent study	93.7	90.0

The survey shows that in the best media centers in the country, the professional staff or librarians do perform the above duties in the area of reference and research services.

Duties in the area of teaching library skills	Head of Library Media Center	Assistant Librarian
Orients students to library	93.7	86.0
Reviews library rules and procedures	92.5	84.0
Plans sequential program of library instruction	89.5	70.0
Gives incidental instruction in note-taking and outlining in connection with library work	76.6	62.0
Gives incidental instruction in library skills	89.1	86.0
Gives instruction in the use of materials	91.2	90.0
Gives instruction in the use of audio-visual equipment	75.3	68.0
Gives instruction in basic reference techniques	92.1	84.0
Gives instruction in specialized reference books and other materials before class research project is begun	86.2	78.0
Prepares exams in library skills	64.0	42.0
Scores exams in library skills	59.8	42.0

The results of this group of duties show they were performed by the professional staff members in most elementary schools included in the survey.

Duties in the area of reading guidance	Head of Library Media Center	Assistant Librarian
Compiles review files for books and other materials	45.6	40.0
Prepares and distributes notices bulletins, and other publicity materials	72.0	48.0
Plans, prepares, and arranges bulletin boards, displays and exhibitions	87.0	80.0

Duties in the area of reading guidance	Head of Library Media Center	Assistant Librarian
Introduces materials of special interest to class groups	90.0	84.0
Visits classrooms to give book talks	55.6	52.0
Organizes and conducts special activities for interest groups	61.5	60.0
Organizes and advises library or book club	36.8	46.0
Organizes and leads literary and book discussions	48.5	42.0
Plans and conducts picture book hours	72.0	74.0
Plans and conducts story hours	80.7	76.0
Plans and directs special observances of book and library weeks, holidays, etc.	90.8	80.0
Reads aloud to children	84.1	84.0
Conducts class visits to library	79.5	76.0
Guides in organizing and presenting written and oral book reports	58.6	52.0
Listens to oral book reports	52.7	44.0
Assists students to develop competency in listening and viewing skills	72.4	74.0
Compiles individual reading guidance lists	51.0	56.0
Develops and directs individual reading guidance programs	57.3	54.0
Conducts activities for sharing reading	64.9	66.0
Identifies students with reading and study problems and seeks ways to help them	67.4	66.0
Makes studies of students' reading habits and interests	50.6	38.0
Assists with vacation reading programs	57.3	52.0
Keeps a record of each student, including such information as progress, reading record, interest, needs, and abilities	5.4	6.0
Identifies exceptional students (slow learners, advanced learners, etc.) and provides worthwhile experiences and materials for them	76.2	72.0

The survey indicated that twenty of the items sel-

ected to be placed in the area of reading guidance were performed by the professional staff members. Three items, "compiles review files for books and other materials," "organizes and advises library or book clubs," and "organizes and leads literary and book discussion," according to the survey, were performed by over 40 per cent of the professional staff, while only 5.4 per cent of the heads of media centers and 6.0 per cent of the assistant librarians "keep a record of each student including such information as progress, reading record, interests, needs, and abilities" (2).

IV. LIMITATION OF STUDIES

The review of the literature was limited by the materials available. Very little research exists in the area of library service. As Hurley (22:1203) points out:

A lag exists between theoretical opinion in the field and research. Most functions of the library and objectives of school library service has been formulated pragmatically on the basis of opinion and experience, rather than on research.

While theoretical or descriptive nature of reading guidance are available, there is no published research regarding the functions, methods, and effectiveness of reading guidance (22:1203).

Library skills have had little objective investigation. Skills and content that should be taught at different grade levels has not been formulated by research.

CHAPTER III

ANALYSES OF DATA

A review of the literature indicated that while little research or study had been done in the area of services administered to elementary students, there was sufficient evidence to indicate it was of concern to many people interested in promoting the educational program for children.

A survey instrument was developed incorporating some of the duties determined in the Task Analysis Survey Instrument (5).

The survey was mailed to the librarian of the twenty-eight schools with a student population of 400 or more in Intermediate School District 105. This district encompasses Yakima, Kittitas, and parts of Klickitat County.

Of the twenty-eight schools to which the survey was mailed, eighteen, or 65 per cent, were returned. Six schools, or 21 per cent of the selected schools in the district, did not have an elementary librarian and were therefore unable to participate. Four schools, or 14 per cent, failed or refused to respond to the questionnaire.

Some of the librarians did not respond to specific duties; some indicated questions about a specific duty or qualified their answer in such a way they could not be

tabulated positively or negatively.

The percentage of the responses used on the charts and in the analyses are the percentages of the responses that could be tabulated.

I. REFERENCE AND RESEARCH SERVICES

The responses tabulated on Table I show the majority of librarians do consider the duties listed under reference and research services essential services for the librarian to perform. Responses indicate 90 per cent of the librarians consider ready-reference questions essential and 94 per cent consider assisting students to locate and select materials essential. Eighty-two per cent consider performing general reference services essential, while 83 per cent consider guiding small and large groups in reference and research essential services. Only 59 per cent thought the librarian should assist with assignments done in the library.

It is interesting to note that while a librarian may not consider a service essential, he does perform the service. While 82 per cent of the librarians consider performing general reference services essential, 94 per cent perform the service. Also, 94 per cent think that assisting students to locate and select materials is essential, yet 100 per cent perform this service. While only 59 per cent consider assisting students with assignments done in the library essential, 76 per cent do assist students. The same is true for assisting with independent study, where

TABLE I

PERCENT OF ELEMENTARY LIBRARIANS THAT CONSIDER SERVICES IN
THE AREA OF REFERENCE AND RESEARCH ESSENTIAL AND
THE PERCENT THAT PERFORM THE SERVICE

Reference and Research Service	Consider Essential	Perform Service
Answers ready-reference questions	90.0	90.0
Performs general reference services	82.0	94.0
Assists . . . students in lo- cating and selecting materials	94.0	100.0
Guides reference and research work of small and large groups	83.0	94.0
Assists with assignments done in the library	59.0	76.0
Assists with independent study	76.0	82.0

76 per cent consider it essential, 84 per cent of the librarians perform the service.

II. TEACHING LIBRARY SKILLS

Of the specific duties in the area of teaching library skills listed on the survey and reported on Table II, the librarians surveyed considered nine of the eleven essential. Four of the services--"orients students to the library," "gives incidental instruction in library skills," "gives instruction in the use of materials," and "gives instruction in specialized reference books and other materials before class research project is begun"--were considered essential services for librarians to perform by 100 per cent of the librarians. In addition, 94 per cent considered "reviews library rules and procedures" essential, 89 per cent considered "gives instruction in basic reference" essential, 83 per cent considered "plans a sequential program of library instruction" essential, and 74 per cent considered "gives instruction in the use of audio-visual equipment" essential. Only 50 per cent considered "gives incidental instruction in note-taking and outlining in connection with library work" an essential duty for the librarian to perform.

In the area of testing library skills, both preparing and scoring, only 39 per cent of the librarians considered it an essential service. About the same percentage do perform the service. The prevailing opinion is appar-

TABLE II

PERCENT OF ELEMENTARY LIBRARIANS THAT CONSIDER SERVICE IN
THE AREA OF TEACHING LIBRARY SKILLS ESSENTIAL AND
THE PERCENT THAT PERFORM THE SERVICE

Teaching Library Skills	Consider Essential	Perform Service
Orients students to library	100.0	94.0
Reviews library rules and procedures	94.0	94.0
Plans sequential program of library instructions	83.0	78.0
Gives incidental instruction in note-taking and outlin- ing in connection with library work	50.0	44.0
Gives incidental instruction in library skills	100.0	94.0
Gives instruction in the use of materials	100.0	89.0
Gives instruction in the use of audio-visual equipment	74.0	69.0
Gives instruction in basic re- ference techniques	89.0	89.0
Gives instruction in special- ized reference books and other materials before class research project is begun	100.0	75.0
Prepares exams in library skills	39.0	50.0
Scores exams in library skills	39.0	39.0

ently expressed by one librarian when she stated, "Usage is the test."

The survey in this area of services shows that some librarians do not perform the services they consider essential. This was true of seven duties listed, but the percentage of librarians giving the service indicate that the students in the selected schools are receiving most of the services from a majority of the librarians. The exceptions are "gives incidental instruction in note-taking and outlining in connection with library work" and "scoring exams in library skills."

III. READING GUIDANCE

As Table III indicates, the majority of librarians considered only ten duties of this area of the survey essential. These were: "prepares and distributes notices, bulletins, and other publicity materials;" "plans, prepares, and arranges bulletins and other publicity materials;" "introduces materials to special interest class groups;" "organizes and leads literary and book discussions;" "plans and conducts picture book hours;" "plans and conducts story hours;" "plans and directs special observances of book and library needs, holidays, etc.;" "reads aloud to children;" "conducts class visits to library;" and "identifies exceptional students (slow learners, advanced learners, etc.) and provides worthwhile experiences and materials for them."

As to performance of the ten duties, the librarians

TABLE III

PERCENT OF ELEMENTARY LIBRARIANS THAT CONSIDER SERVICE
IN THE AREA OF READING GUIDANCE ESSENTIAL AND
THE PERCENT THAT PERFORM THE SERVICE

Reading Guidance Service	Consider Essential	Perform Service
Compiles review files for books and other material	24.0	31.0
Prepares and distributes notices, bulletins, and other publicity materials	72.0	66.0
Plans, prepares, and arranges bulletins and other publicity materials	66.0	78.0
Introduces materials of special interest to class groups	83.0	88.0
Visits classrooms to give book talks	24.0	00.0
Organizes and conducts special activities for interest groups	41.0	18.0
Organizes and advises library or book club	29.0	11.0
Organizes and leads literary and book discussions	59.0	44.0
Plans and conducts picture book hours	67.0	55.0
Plans and conducts story hour	67.0	67.0
Plans and directs special observances of book and library needs, holidays, etc.	72.0	77.0
Reads aloud to children	94.0	94.0
Conducts class visits to the library	83.0	83.0

TABLE III (continued)

Reading Guidance Service	Consider Essential	Perform Service
Guides in organizing and presenting written and oral book reports	24.0	17.0
Listens to oral book reports	00.0	11.0
Assists students to develop competency in listening and viewing skills	39.0	50.0
Compiles individual reading guidance lists	47.0	29.0
Develops and directs individual reading guidance programs	25.0	25.0
Conducts activities for sharing reading	38.0	29.0
Identifies students with reading and study problems and seeks ways to help them	44.0	50.0
Makes studies of students' reading habits and interests	29.0	28.0
Assists with vacation reading program	39.0	22.0
Keeps a record of each student, including such information as progress, reading record, interests, needs, and abilities	00.0	05.0
Identifies exceptional students (slow learners, advanced learners, etc.) and provides worthwhile experiences and materials for them	80.0	80.0

considered essential, in four instances a majority of the librarians indicated they performed the duties they considered essential. In the case of three duties, the survey showed that some librarians performed services they did not consider essential, while on three items the survey showed some librarians did not perform services they considered essential.

A majority of the librarians in the selected schools did not consider twelve of the duties essential services for them to perform. The responses ranged from 44 per cent to 24 per cent. The performance level on these items also indicated a majority of the librarians do not give these services to students.

Two of the duties listed were not considered essential by any of the librarians surveyed--"listens to oral book reports," and "keeps a record of each student, including such information as progress, reading record, interests, needs, and abilities." The performance level was low, eleven and five per cent.

IV. SUMMARY OF THE DATA

Forty-one duties were selected from the Task Analysis Survey Instrument and were grouped in the areas of reference and research services, teaching library skills, and reading guidance. The majority of participating librarians considered twenty-five of the forty-one selected duties to be essential services for the elementary librarian to perform

for students.

Of the twenty-five duties that the majority of the librarians considered essential, the survey indicated that: (1) a majority of the librarians did perform the services they considered essential on six, or 24 per cent of the duties; (2) some librarians performed services they did not consider essential on eight, or 32 per cent of the duties; and (3) some librarians did not perform the services they considered essential on eleven, or 44 per cent of the duties.

On the basis of this study, a majority of the librarians did perform 56 per cent of the duties they considered essential for the successful use of resources in the elementary school library.

CHAPTER IV

SUMMARY

A review of the literature indicated that the complexity of problems facing our world has brought about dramatic challenges to education. Education has attempted to meet the challenge with radical changes in methods, materials, and techniques. The elementary school library reflects these changes.

While much of the librarians' time is devoted to the acquisition and management of the facilities and materials, the services performed for teachers and students determine whether there is a good library program.

While not denying that services to teachers are important, the writer was primarily interested in services to students; therefore, the decision was made to limit this study to the duties the elementary librarian may be performing in the areas of advising, teaching, and guiding students in the successful use of resources in the elementary library.

During a recent study made of duties performed by school library personnel, the Task Analysis Survey Instrument (5) was developed. A list of appropriate duties was selected from this instrument and arranged under three main headings--reference and research services, teaching library

skills, and reading guidance.

A survey of the elementary librarians in twenty-eight selected schools in Intermediate District 105 followed in which the librarians were asked to signify (1) do you consider this service essential? and (2) do you perform this service? Returns were obtained from eighteen of the schools.

The results indicated that of the forty-one duties listed on the survey instrument, the majority of participating elementary librarians considered twenty-five of the duties essential services for them to perform for students.

As to the question of whether they did perform the duties they considered essential for the successful use of resources, 24 per cent were performed by the librarians that considered them essential. On 32 per cent of the duties, some librarians gave services they did not consider essential, while on 44 per cent, some librarians failed to give services they considered essential.

The hypothesis that a majority of the librarians are not performing the services considered essential for the successful use of resources in the elementary school libraries surveyed is not valid. The results of this study showed that the majority of librarians did perform 56 per cent of the duties they considered essential, although some librarians indicated they failed to give services deemed essential on 44 per cent of the duties.

The results of the Task Analysis Survey Instrument

were not known until after the selection of duties was made for this study. The study, as reported in the School Library Personnel Task Analysis Survey (2), indicated that in the best public and private schools in the country the duties selected were performed by the professional staff. There were four exceptions. These were "compiles review files for books and other materials," "organizes and advises library or book clubs," and "keeps a record of each student, including such information as progress, reading records, interests, needs, and abilities." If the results of the survey had been known prior to the selection of the duties, it may have been best to omit the above duties, especially the last duty listed in the exceptions, where only 5.4 per cent of the professional staff reported performing the duty.

The survey showed that the majority of librarians considered twenty-five of the duties essential to the successful use of resources in the elementary schools; they also indicated that sixteen of the duties were not considered essential services for an elementary librarian to perform. Even omitting the four duties that the majority of librarians in the best schools do not perform, leaves twelve duties in a questionable position. If these services are performed in the best schools, why did the librarians in the selected schools consider them not essential?

How are attitudes concerning librarians formed? Why does the image of the librarian, interested primarily in

the collection and storage of materials, still persist? Even this study, by a librarian, started with the hypothesis that a majority of the librarians would not perform services they considered essential; yet the results of the study showed that the majority of librarians not only gave the services to students they considered essential, but they gave services that they did not consider essential.

This study indicates that in schools where there are elementary librarians, the students are receiving the services that librarians consider essential for the successful use of resources in the elementary school library.

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APPENDIX A

APPENDIX A

LETTER AND SURVEY INSTRUMENT SENT TO LIBRARIANS
IN SELECTED SCHOOLS IN INTERMEDIATE
SCHOOL DISTRICT NO. 105

May 29, 1970

Dear Librarian:

Will the 'one with the bun and tennis shoes' take a few minutes away from 'guarding' the books and answer a few questions for me? .

I am planning to write a thesis surveying library services to selected elementary children in Intermediate School District No. 5 and I need your help.

As most of you know we have been accused, and research bears out the point, of spending more time evaluating collections, facilities, and librarian's degrees than we have evaluating the functions of the library and the services we render.

This study is an attempt to depart from this practice. Its purpose is to (1) identify the services librarians consider essential to the successful use of resources by the students in the elementary school library, (2) determine the services librarians actually do perform.

The services were selected from the Task Analysis Survey Instrument developed by the School Library Manpower Project. I selected the groupings because they appear to be the major areas in which the librarian gives services to students.

If you have questions regarding anything on the survey feel free to call me collect during the evening at 966-1548. Please return the questionnaire as soon as possible. I realize it comes at an extremely busy time and I do apologize.

If there is an interest in the results of the study I will be happy to give a report at a Region 12 meeting some time next year. Thank you for your help.

Sincerely,

Alma Milne

Reading Guidance Services

22. Assists with vacation reading program.
23. Keeps a record of each student, including such information as progress, reading record, interests, needs, and abilities.
24. Identifies exceptional students (slow learners, advanced learners, etc.) and provides worthwhile experiences and materials for them.

Do you perform this service?	Do you consider this service essential?

APPENDIX B

APPENDIX B

SCHOOLS PARTICIPATING IN THE SURVEY

Ahtanum Valley Elementary--West Valley School District
Apple Valley Elementary--West Valley School District
Cle Elum-Roslyn Elementary--Cle Elum-Roslyn School District
Harrah Elementary--Mount Adams School District
Harriet Thompson Elementary--Grandview School District
Lincoln Elementary--Ellensburg School District
Lower Naches Elementary--Naches Valley School District
Mount Adams School--Toppenish School District
Mount Stuart Elementary--Ellensburg School District
Naches Elementary--Naches Valley School District
Roosevelt Elementary--Granger School District
A. H. Smith Elementary--Grandview School District
Summitview Elementary--West Valley School District
Terrace Heights Elementary--Moxee School District
Wapato Intermediate--Wapato School District
Wapato Primary--Wapato School District
Washington Elementary--Ellensburg School District
White Swan Elementary--Mount Adams School District